2018-2019

EPP Bachelor Performance Report

Gardner-Webb University

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of the Institution

Gardner-Webb University is a liberal arts, Christian university nestled in the foothills of the Blue Ridge Mountains. Gardner-Webb seeks a higher ground in higher education – one that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service and leadership. In fact, Gardner-Webb has consistently been ranked as a top 100 university for strengths like the quality of its core academic curriculum, its global emphasis on student missions, and its institutional commitment to large-scale service in the community. With more than sixty undergraduate and graduate fields of study, more than fifty clubs and organizations, and with students from thirty-seven states and twenty-one foreign countries, the Gardner-Webb experience is rich and diverse, like the people who make up the close-knit community. Gardner-Webb University is privileged to have roots in a rural/suburban

setting in Boiling Springs, but also enjoys a presence in and convenient access to important urban areas. Located near Shelby, NC, a progressive city with a population of approximately 25,000, the main campus of the university is also located only forty-five miles from the banking center of Charlotte, NC. Realizing the need for service to the local urban area, the university established a presence in Charlotte, solidified with the availability of a beautiful, 25,000 square-foot building near Interstate 77.

Begun as a mission of the Kings Mountain Baptist Association, the institution was named Gardner-Webb College in 1942, in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993, the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast and has been honored by the American Council of Trustees and Alumni for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 160 full-time faculty members, 75% with PhD or equivalent, all dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS. The School of Education is currently accredited by NCATE and approved by NCDPI. The School of Education will seek reaffirmation of accreditation through CAEP, which has replaced NCATE as the accrediting body. The music program is accredited by NASM, and the School of Psychology and Counseling is accredited by CACREP.

Special Characteristics

Because of its Christian foundation and commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. The university continues to serve blind, visually impaired, deaf, hearing impaired, and learning disabled students through the Noel program. In a continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has expanded its online learning opportunities. Within the School of Education, we offer an Elementary Education and a Birth-Kindergarten program online. These programs allow

candidates to complete coursework by completing asynchronous and synchronous learning opportunities. The online Elementary and Birth-Kindergarten programs are a collaborative effort with local community colleges. The program attracts many teacher assistants from the local schools who are committed to continuing their service to North Carolina's public schools as certified teachers.

Program Areas and Levels Offered

Undergraduate licensure programs: Birth-Kindergarten (traditional and online) elementary education (traditional and online), middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education). *Only the Elementary and Birth-Kindergarten programs have an online pathway. All other initial licensure programs are offered in the traditional format on our main campus. The institution is currently accredited by SACS, the education unit is currently accredited by NCATE and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

Gardner-Webb's School of Education began offering an Exceptional Children Concentration in the 2017-2018 academic year. The concentration is designed to prepare candidates to teach and support diverse learners. This 14 credit hour concentration allows candidates to expand their existing knowledge and experience of teaching and learning to become successful teachers of exceptional children. Throughout the concentration, candidates will have diverse clinical experiences to allow theory to be integrated with practice. In addition to the 14 credit hours for the exceptional children concentration, candidates must also successfully complete a dual student teaching experience (EDUC/EDU 450) in order to complete the exceptional children's concentration. Candidates must meet all requirements listed in the catalog. Candidates must also meet all requirements for entry into Teacher Education and into the Professional Semester. Currently, this concentration is only open to elementary education majors. In order to be recommended for licensure, candidates must pass all Elementary Education Licensure Tests and other licensure test(s) specifically for e\Exceptional Children: General Curriculum. Candidates may have to pay two licensure fees to the NC Department of Public Instruction.

The School of Education began offering a Bachelor's of Science Degrees in Birth-Kindergarten in the 2017-2018 academic year. The BK Licensure degree prepares candidates to obtain a NC BK Teaching License while the BK Professional Development Degree prepares candidates to teach in, administer, and direct early learning environments for ages birth to four. Both degrees have an emphasis on child development and professional education based on the North Carolina State Board approved standards for Birth--Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, as well as 21st Century knowledge, skills, and dispositions that prepare educators for the Birth--Kindergarten field. The B-K, B.S. program is a minimum of 120 semester hours and integrates a core set of pedagogy courses, internships, and practical applications of child development and early learning. Both traditional and online teaching formats will be available for candidates.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
x		

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

GWUSOE and its programs offered to make us a prime contributor to the needs of our community and state (urban and rural). Also, the GWUSOE is aware of the shortage of hard-to-staff fields like special education. Recognizing the need to credential more special educators or candidates highly qualified to work with students with special needs, in 2017, the GWUSOE created the Add-On certification EC K-12

generalist licensure. By providing this concentration, our candidates will be better prepared to work with diverse student populations in our public schools (3.11, 3.13). In addition, our ELL licensure faculty elevated their presence on our campus by promoting the licensure option to prepare candidates to work with diverse populations.

Additionally, we offer a class specifically geared toward teaching students with disabilities. The focus of the class is on the North Carolina Teacher Candidate Standard 2, and introduces candidates to Universal Design for Learning, Multi-Tiered Systems of Support, and the concept of differentiation. Candidates begin the semester with a very diverse class list and learn how to create an inclusive classroom environment and write inclusive lesson plans using the principles of UDL. Then candidates learn about students who have special needs, students who have limited English proficiency, and students who are academically gifted and learn strategies to support these students. Candidates use these strategies to revise their UDL lesson and consider how these strategies can impact future lessons. Additionally, candidates work through a progress monitoring process using "data" that is provided. Candidates develop tier plans for students who are not progressing and determine next steps for instruction. All K-12 candidates are required to take this course as a part of the professional education minor with the exception of the candidates majoring in Health/PE. Those candidates take their own version of this course with the addition of concepts related to adaptive PE. While candidates are introduced to these concepts in this class, these concepts are reinforced throughout the rest of their EDUC courses and formally assessed both during student teaching observations and through the edTPA process.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

We offer a class specifically geared toward teaching students with disabilities, students who have limited English proficiency, and students who are academically gifted. The focus of the class is on the North Carolina Teacher Candidate Standard 2, and introduces candidates to Universal Design for Learning, Multi-Tiered Systems of Support, and the concept of differentiation. Candidates begin the semester with a very diverse class list and learn how to create an inclusive classroom environment and write inclusive lesson plans using the principles of UDL. Then candidates learn about students who have special needs, students who have limited English proficiency, and students who are academically gifted and learn strategies to support these

students. The class list encompasses as many diverse populations as possible to provide an authentic planning experience. In regards to working with students of limited English proficiency, time is spent on determining where students are in their mastery of literacy and then various methods to move them forward. Candidates use these strategies to revise their UDL lesson and consider how these strategies can impact future lessons. Additionally, candidates work through a progress monitoring process using "data" that is provided. Candidates develop tier plans for students who are not progressing and determine next steps for instruction. All K-12 candidates are required to take this course as a part of the professional education minor with the exception of the candidates majoring in Health/PE. Those candidates take their own version of this course with the addition of concepts related to adaptive PE. While candidates are introduced to these concepts in this class, these concepts are reinforced throughout the rest of their EDU/EDUC courses and formally assessed both during student teaching observations and through the edTPA process.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

SOE candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice and demonstrate proficiency through key assessments and common tasks. In EDU/EDUC 250, candidates cite specific sources of technology and how these improve students' learning (Relevance and Methodology task). When designing the simplified lesson plan, students must integrate technology into their lesson plan implementation. Students are exposed to the SAMR framework and the TPACK model beginning in EDUC
250. Candidates are introduced to Universal Design for Learning in EDU/EDUC 350 and use technology to support these principles in their lesson planning. These concepts are reinforced in methods classes when writing lesson plans. In EDU/EDUC 450, candidates SOE candidates integrate technology to engage students and improve learning and demonstrate proficiency through products, projects, assessments, and e-portfolios.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Candidates research technology tools related to engaging students and improving learning in their discipline. They share the tool with the class and discuss how it is used in the classroom. The experience creates a technology toolbox for candidates to use in their own classrooms. This model promotes engagement and differentiation. Additionally, candidates create a digital portfolio of their work during student teaching. One of the requirements of that portfolio is to share technology tools they have used with their students to enhance learning. Not only do they have to share the tool, they also must provide evidence of the impact of that tool on student learning. Candidates implement technology in all lesson plans in a way that engages students and improves student learning. Candidates are also exposed to various types of technology in their clinical experiences and use technology to deepen student learning. Candidates integrate technology and resources in order to improve student engagement and learning (1.11). SOE utilizes and models a variety of technological resources which can be used to support candidate knowledge and learning. These are measured in NCTCS 4c, 4d, 4h, 5b (1.2). In EDU/EDUC 350, candidates spend time looking at CBM's and determining how to use technology to support progress monitoring. In EDU/EDUC 410 candidates collect data using a variety of technology tools, use those tools to analyze the data, and plan next steps for instruction. These concepts are reinforced in methods classes and are formally evaluated through the edTPA process.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Gardner-Webb's School of Education has long recognized the responsibility of integrating arts throughout the elementary curriculum. To that end, during the revisioning process, we combined several courses to create EDUC 311 (Fine Arts Integration in the 21st Century School), which is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates engage in a creative process, which connects the various art forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum are developed, modeled, studied, and practiced. Candidates connect the arts to basic reading, skills, literacy, writing, mathematics, cognitive skills, motivation and social behavior through a series of lessons.

Explain how your program(s) and unit conduct self-study.

As an accredited unit, all programs engage in a rigorous continuous improvement process that

incorporates multiple data sources for the purpose of improving candidate performance in content knowledge, pedagogy, assessment, and program impact. Completers are surveyed regularly on program and unit aspects particularly beneficial to their learning as well as identification of areas in need of improvement.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Gardner-Webb University has designed clinical experiences with four levels. Clinical/field experiences are embedded in every EDUC affiliated course. Level 1 experiences are observation only. Level 2 experiences consist of observation and teaching occasional lessons, and one of these experiences will be in a low performing school. In this experience, candidates observe in the low-performing school, meet with a representative of the School Improvement Team to learn about the School Improvement Plan, and reflect on those experiences. Level 3 experiences follow an internship model where candidates shadow a teacher and have increased expectation of teaching in the classroom of their clinical student teaching experience. Level 4 is the clinical internship experience. Level 3 and 4 clinical experiences are within the same clinical placement.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Student teachers are placed a year out from their student teaching experience, so they can see the beginning and end of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cleveland County Schools
Start and End Dates	10/31/2018

Priorities Identified in Collaboration with LEAs/Schools	Collaboration with teachers and providing support for research based practices used to teach STEM concepts. Promoting learning and including all learners, including those with diverse learning needs. Offering support to high schools with Teacher Education preparation courses/course work. Supporting community service and learning through collaboration.
Number of Participants	140
Activities and/or Programs Implemented to Address the Priorities	"Hands on Halloween" which was a STEM based learning day. Activities were presented to meet the diverse learning needs of third graders. Skills relating to technology, engineering, mathematics and science were taught. GWU teacher education students led and facilitated the activities. 3rd grade teachers observed practices and information was given so these teachers can teach similar activities in their classrooms. Area high school students who are enrolled in Teacher Education preparation courses attended and assisted GWU teacher education students. These high school students gained experiences relating to formal teacher education course work and processes. GWU undergraduate teacher education professors coached, facilitated, and provided feedback before, during, and after these events.
Summary of the Outcome of the Activities and/or Programs	The outcomes or benefits of this project include GWU teacher education students engaging in hands on experiences relating to teaching. Third graders received knowledge and skills (which are aligned to the NC SCOS and tested on the EOGs) that will enhance instruction in the classroom and foster future learning. Third grade teachers received information and were presented with strategies that will enable each to provide STEM related activities in the classroom. High school students had the opportunity to work in a collegiate environment with teacher education students as well as third grade students. GWU professors were presented with opportunities to recruit future teacher education students, collaborate with area third grade teachers, observe current GWU students engage with and teach third graders and offer support of STEM activities and processes.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Burke
Start and End Dates	11/8/2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration for science fair judging
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates developed a science fair project in class using identical rubrics so they would be prepared to judge projects
Summary of the Outcome of the Activities and/or Programs	Collaboration allowed the teacher candidates to gain experience with science fair projects and allowed BCPS to have adequate coverage for judging the projects
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Iredell-Statesville Schools
Start and End Dates	3/20/19 - 6/19/19

Priorities Identified in Collaboration with LEAs/Schools	Participation in the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. This is a 7 year grant that follows a cohort of public school students from grades 6 and 7 through graduation. We have developed a partnership
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	GEAR UP days were STEM based learning days as well as a time for ISS middle school students to visit a college campus.. Activities were presented to meet the diverse learning needs of at risk middle school students. These students toured hvarious parts of campus while also participating in STEM based learning activities. ISS students visited various academic buildings, practice gyms, the studdent center, as well as eating lunch in the GWU cafeteria. While doing this, they also participated in various learning activities at each location. Skills relating to technology, engineering, mathematics and science were covered. GWU teacher education candidates led and facilitated the tours and activities. GWU undergraduate teacher education professors coached, facilitated, and provided feedback before, during, and after these events.
Summary of the Outcome of the Activities and/or Programs	The outcomes or benefits of this project include GWU teacher education students engaging in hands on experiences relatied to teaching. The ISS middle school students received knowledge and skills (which are aligned to the NC SCOS and tested on the EOGs) that will enhance instruction in the classroom and foster future learning. They also experienced a college campus, toured variuos locations, and learned about academic programs available at GWU. GWU professors were presented with opportunities to recruit future teacher education students, collaborate with ISS 6th and 7th grade teachers, observe current GWU students engage with and teach middle schoolers and offer support of STEM activities and processes. over the course of the numerous GEAR UP meetings on campus there were approximately 470 middle schools students from ISS.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	**Number**
Male	5
Female	24
Race/Ethnicity	**Number**
Hispanic / Latino	
Asian	
African-American	
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	23
Multi-Racial	

Student does not wish to provide	6

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	45
	Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	7
	Total	6	Total	53
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	**Baccalaureate Degree**		**Undergraduate Licensure Only**		**Residency**	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten						
Elementary	8	7				
MG		1				
Secondary	1	3				
Special Subjects	1	3				
EC						
VocEd						
Special Services						
Total	10	14	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	GWU	24	92	79
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in **2018-2019**.

LEA	**Number of Teachers**

Cleveland County Schools	257
Charlotte-Mecklenburg Schools	213
Gaston County Schools	154
Winston Salem / Forsyth County Schools	121
Iredell-Statesville Schools	118
Rutherford County Schools	118
Wake County Schools	108
Guilford County Schools	78
Davidson County Schools	77
Catawba County Schools	61

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,177.50
MEAN SAT-Math	586.00
MEAN SAT-Verbal	606.67
MEAN ACT Composite	26.71
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	496.57
MEAN CORE-Reading	176.97
MEAN CORE-Writing	167.74
MEAN CORE-Math	166.13
MEAN GPA	3.50
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	12	7	7	43	7	71	7	86
M.G. Language Arts	1	1	1	*	1	*	1	*
M.G. Social Studies	1	1	1	*	1	*	1	*
English	1	1			1	*	1	*
Physical Education	3	1						
Music	7	4	1	*	2	*	4	*
Institution Summary	25	15	10	50	12	83	14	93

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	13	8	2			1
U Licensure Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	**2 semesters**	**3 semesters**	**4 semesters**	**5 semesters**	**6 semesters**
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	7	2

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:8.67

K. Teacher Effectiveness

Institution: Gardner-Webb University
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions

expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth." Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	62.5%	35.7%		56	N/A
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	64.2%	34.0%		53	8
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	79.2%	18.9%		53	8
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	67.9%	28.6%	N/A	56	5
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			77.4%	22.6%		53	8
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							

	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing	
Inst. Level:	27.8%	58.3%	13.9%	36	25	
State Level:	22.0%	64.7%	13.0%	6,228	3,076	